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ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this sample curriculum model for grade four language arts is divided into sections focusing on writing; listening, speaking, and viewing; and reading. Each section lists standards; benchmarks; assessments; and strategies/activities. The reading section itself is divided into print awareness; phonological awareness/decoding/vocabulary; comprehension; fluency; and literary response. Writing standards include moving from visual and spoken experiences to written language through positive modeling. An example of a writing benchmark has students recording reactions to personal and school-related experiences using a self-selected mode. A suggested writing strategy uses modeled writing to show students how to record visual and spoken experiences using brainstorming and graphic organizers. A standard for listening, speaking, and viewing focuses on listening for a variety of purposes, such as enjoyment, information, and details. A corresponding benchmark has students state their purpose for listening. Providing opportunities for students to listen for a variety of purposes is a listening strategy. Reading standards include expanding vocabulary through reading. A benchmark for this standard is for students to use knowledge of multi-meaning words to comprehend text. An example of a reading strategy engages students in a study of words systematically across content areas and through current events. Assessments for the three areas include teacher made tests and samples of student writing. (PM)

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The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 4

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SAMPLE CURRICULUM MODEL

GRADE 4

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W. 1.1. Move from visual and spoken experiences to written language through positive modeling.	Students will record reactions to personal and school-related experiences using a self-selected mode. Students will use authors' style and craft as models for their own writing.	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist	• Use modeled writing to show students how to record visual and spoken experiences using brainstorming and graphic organizers. • Have students record class and individual observations and experiences including content area activities (e.g. science experiments). • Have students complete a newstelling planning sheet before orally sharing an experience. • Provide opportunities for students to create their own text innovations. • Compose "Daily News" in which the teacher or students write about current events. Sentences are read aloud, revised and edited by the group using teacher guidance. • Examine the style and craft of an author. Record some of the common features found in the writing that make it successful. Demonstrate how to incorporate the features into own writing using the overhead projector. Allow students to practice writing using the style.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.	Students will write an informational selection of at least three paragraphs on one topic using three sources of information. Students will write paragraphs that have topic sentences with some supporting details and concluding sentences. Students will organize paragraphs logically to form a cohesive text. Students will write narratives that include well-developed story elements, have a recognizable beginning, middle and end and are written in chronological order. Students will use appropriate format in writing (e.g., margins, titles, indentations).	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Lead students in an examination of the structure of narrative and expository (informational) text in published materials and encourage students to use these as models. • Model or "think aloud" the process for gathering information, organizing and writing a selection of three paragraphs. • Introduce an organizational pattern.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.3. Follow patterns from predictable books, poems and stories.	Students will compose innovative text following the structure of a poem, play, story or expository (informational) text.	• Samples of student writing • Portfolio • Checklist • Analysis of log/ journal entries • Teacher made tests	• After mapping the story Egyptian Cinderella (Climo, 1989), have students use the story map as an organizer for writing their own versions of Cinderella. • Compose ABC books based on a content area unit of study (e.g. an ABC book of simple machines). • Examine informational books for the five expository text structures: description, sequence, comparison, cause and effect, problem-solution. Put students in five groups and ask each group to visually organize their assigned text on an appropriate graphic organizer. Ask each group to locate other examples of their assigned text structure to share with the class. Have students compose a selection based on their assigned organizational structure.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	Students will generate ideas and plans for writing by using available resources for topics and vocabulary (e.g. brainstorming, experiences, reference materials, books, charts, issues). Students will select relevant information from a variety of sources before writing. Students will transfer information from reading to writing (e.g. from notes to report).	• Samples of student writing including brainstorming lists or similar idea banks, prewriting graphic organizers and drafts • Portfolio • Checklist	• Model strategies for gathering and organizing ideas for writing: drawing, talking, reading, clustering, role-playing, quickwriting. • In a unit of study, display books about the unit and have students browse through the books to brainstorm all of the topics about which they could write. • Model for students how to use the 5W's and 1H (Who? Did What? When? Where? How?) to organize and develop ideas for writing. Ask them to use the model to write a biography. • Model for students how to use the appropriate graphic organizer based on the type of writing they have chosen to do (e.g. story pyramid).
SLE W.1.5. Write from experiences and thoughts.	Students will write personal narratives of at least three paragraphs on incidents that relate ideas, observations and/or memories and provide insight into why the incident is memorable. Students will write daily in a personal journal.	• Samples of student writing • Analysis of journal entries • Statewide test	• A teacher can use a "think aloud" to model writing an autobiography from a semantic map. Have students use the same strategy to write own autobiographies. • Students keep journals to record events, personal stories and ideas. • Use a book, such as The Tenth Good Thing about Barney (Virost, 1971) as an example of a story written as a personal narrative.

Grade Level 4

WRITING

Standard .1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.6. Write in one or more subject areas daily.	Students will record their own knowledge or opinion of a subject in various ways, such as learning logs, response journals, summaries, graphic organizers, note taking.	• Analysis of journal/learning log entries • Portfolio • Samples of student writing including graphic organizers	• Model the ways students can record their knowledge of a topic such as two-column notes, graphic organizers and summaries. • Have students record their understanding of a topic in learning logs. • Have the students write their understanding of a process or procedure such as a science experiment.
SLE W.1.7. Recognize and express cultural diversity in writing.	Students will respond to multicultural themes and literature through writing which reflects insight into cultural diversity.	• Samples of student writing • Analysis of log/ reading response journal entries • Statewide test • Portfolio	• Provide students with the opportunity to hear or read multicultural literature and respond to it in writing. For example, after reading, The Rough-Face Girl (Martin, 1992), The Egyptian Cinderella (Climo, 1989), Yeh-Shen (Louie, 1982), and Mufaro's Beautiful Daughters (Steptoe, 1987), have the students complete a grid with story elements listed as the categories. Have students complete the grid using a Cinderella character from another culture and use the information to write own Cinderella story. • Have students construct stories on book form representative of the culture they are studying (e.g. African scrolls, Native American hides, Japanese Haiku books, etc.).

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.8. Respond appropriately to the writing of others.	Students will respond to the writing of others by providing feedback on the clarity, coherence, logical order, elaboration and support of ideas. Students will identify the most effective features of a piece of writing using criteria generated by the teacher or class (e.g. dialog, descriptive language, structure). Students will critically review a collection of author's works for strengths and weaknesses.	• Observation • Checklist	• Discuss with the class how to use a rubric to assess writing in the areas of clarity, logical order, elaboration and support of ideas. • Model how to provide constructive feedback using the revision checklist for group or peer revision conferences. • Have a revision board (of students) responsible for reviewing a writer's rough draft and making suggestions for possible revisions. • Discuss a collection of works by an author such as to determine strengths and weaknesses.
SLE W.1.9. Use the responses of others to review writing for clarity, style and content.	Students will revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conference.	• Samples of student writing with revision checklist and drafts attached • Checklist • Observation • Performance • Portfolio	• Discuss how well-developed content, coherence, descriptive language and personal style are achieved in writing. Discussion may focus on organization, leads, word choice, voice, sequence, dialogue, theme and other elements of writing. • Model adding, deleting and altering as a messy but necessary part of revision. • Have students conference with peers and/or teacher and use information from conference to revise rough drafts using additions, substitutions, deletions and moves as needed.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	Students will access information for writing from available technology, such as computer software, CD-ROM, videos. Students will use available technology for aspects of writing, such as creating, revising, editing and publishing. Students will experiment with the word processing and publishing program to vary the style or format of the written product.	• Samples of student writings • Observation • Checklist • Performance • Portfolio	• Ask students to read, listen to or view information about topics. They may use books, slides, filmstrips, videos, CD-ROMS, laser discs, the Internet, etc., to take notes and summarize. Using these notes, the students will create research projects, such as models, science or social studies displays, dioramas, etc. • Encourage students to experiment with the word processing and publishing programs. • Provide students with the opportunity to use available technology for writing. • Have students interview a person in relation to a topic being discussed, record the interview and then write a summary from the recording.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.11. Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes. SLE W.1.12. Write for a variety of audiences, such as peers, parents, teachers and community. SLE W.1.13. Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.	Students will select an appropriate mode of writing to suit purpose and audience. Students will demonstrate success in writing in a wide variety of modes (e.g. narrative texts, plays, research reports, expository texts, poetry, essays, editorials). Students will write to define, clarify and develop ideas and express creativity.	• Samples of student writing • Analysis of journal entries • Portfolios • Checklist • Performance • Statewide test • Teacher made test	• Use "think alouds" to model the processes required for any writing students are expected to do. • Provide time everyday for students to write independently. • Read The Jolly Postman (Ahlberg, 1986) to introduce a variety of forms of correspondence. • Provide opportunities for students to write in a variety of modes in response to literature, thematic units, content area units, current issues. For example: --to influence (argue, request, persuade) such as in persuasive essays, --to inform (explain, describe, narrate) such as research reports, --to entertain such as in plays, stories, poetry, Readers' Theater, --to organize prior knowledge about a topic using a graphic organizer, etc., --to form questions for research and investigation, e.g. a science fair project, --to correspond such as letters, invitations, thank you notes --to summarize and organize ideas gained from multiple sources in ways such as conceptual maps, timelines, --to take simple notes from sources such as speaker, books, and media.

Grade Level 4

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.14 Develop a collection of writings.	Students will select pieces of writing to publish or save and explain the reasons for the selections.	• Portfolio • Checklist	• Discuss with students the purpose and contents of a writing portfolio. • Allow students to choose and the pieces of writing they place in their portfolios and have them justify their selections. • Provide time everyday for self-selected writing.
SLE W.2.1. Write independently on self-selected topics.	Students will revise, refine and/or complete written pieces to a finished product. Students will write for enjoyment and to accomplish tasks. Students will experiment with calligraphy, graphics and different formats. Students will manipulate language for fun (e.g. puns or symbolic characters).	• Samples of student writing • Analysis of log/journal entries • Portfolio • Project	• Provide time everyday for students to write on self-selected topics. • Provide a writing center which contains resource materials (picture files, media, etc.) and reference materials (dictionary, thesaurus, magazines) to which students can refer for ideas and for assistance in writing.
SLE W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	Students will use specific information from graphic organizers (e.g. proposition-support, locating-information chart, story graph, outline) to write an essay independently. Students will develop drafts by categorizing ideas, organizing them into paragraphs and blending paragraphs into larger units of text.	• Samples of student writing with graphic organizers and draft attached • Statewide test • Teacher made tests	• Model use of graphic organizers to plan writing. • Have students choose graphic organizers which best suit the type of writing they will be doing. • Use a story element grid to analyze several versions of Cinderella, e.g.Yeh-Shen (Louie, 1982), The Rough-Face Girl (Martin, 1992), Mufaro's Beautiful Daughers (Climo, 1989), The Egyptian Cinderella (Climo, 1989). Have students use the grid as a model for developing their own Cinderella stories.

Grade Level 4

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.3. Work in cooperative groups to produce a written product.	Students will problem-solve in cooperative groups to write correspondence, drama, responses to literature, original stories, research papers.	• Performance • Project • Checklist • Samples of student writing	• Have students develop round robin stories where one student begins the story and every student contributes until the story is completed. • Divide students into literature focus groups (groups of 5-6) to read and study books related to a central theme such as Native American myths or focused on a particular author such as Judy Blume, Beverly Cleary, Chris Van Allsburg, Eloise Greenfield or others. Have students present a response to their reading in a collaborative production, such as a play, Readers' Theater, research report, their own version of the story, etc.

Grade Level 4

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.4. Monitor progress of self and others. SLE W.2.5. Accept responsibility for completing writing tasks.	Students will determine their own growth in writing by comparing portfolio entries over time and using results to set goals in writing.	• Student self -evaluation • Portfolio • Teacher made tests • Checklist • Statewide test • Analysis of log/journal entries • Teacher-student conference	• Have students complete individual checklists to monitor their behaviors, contributions and actions on given group and individual activities. • Have students develop goals for writing using own portfolio entries. • Explain the purpose and content of a writing portfolio, including how to record on checklists. • Have students maintain a checklist of the types of writing they are doing. • Display a writing process chart on which students move their name cards as they progress through each stage of writing. When they get to the end, they share their finished pieces in the Author's Chair. • Establish a process for conferencing with students to allow them to explain the progress they are making in writing. • Give essay questions on content area tests and require them to be completed within a specified amount of time.

Grade Level 4

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy.	Students will write legibly in manuscript or cursive as is appropriate. Students will write with accurate spelling in final drafts. Students will write in complete sentences, varying the types such as compound and complex. Students will use checklists and rubrics for teacher-directed, peer or self-editing. Students will capitalize and punctuate correctly including use of possessives, commas in a series, commas in direct address and sentence punctuation. Students will employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents and parts of speech. Students will use regular and irregular plurals correctly. Students will use adjectives (comparative and superlative) and adverbs appropriately to make writing vivid or precise. Students will use prepositional phrases to elaborate written ideas. Students will use conjunctions to connect ideas meaningfully. Students will write with increasing accuracy using objective case pronouns.	• Samples of student writing with drafts and editing checklist • Statewide test • Checklist • Teacher made tests	• Model use of editing and revising checklists. • Conduct mini-lessons on revision strategies, such as expanding sentences. • Use teacher-student conferences to discuss editing and revision strategies. • Have students concentrate on one skill at a time. • Have students read their work aloud to hear mistakes. • Provide opportunities for students to engage in peer or self-editing. • Delete all of one particular part of speech in a piece of text and ask students to replace the words without seeing the text. • Use punctuation cloze activities to reinforce punctuation skills. • Use books to illustrate language conventions and structure. For example, use the book A River Ran Wild (Cherry, 1992) to illustrate the use of complex sentences and the use of commas in a series.

Grade Level 4

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.7. Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books.	Students will contribute written work to the literate environment of the classroom/school. Students will frequently refine selected pieces to "publish" for general and specific audiences.	• Samples of student writing • Performance • Exhibition • Project	• Provide time everyday for self-selected writing. • Teach students to use writing process to develop final drafts that are grammatically correct, use standardized spelling and are ready for publishing. • Submit student work to companies that publish student writing (e.g. Willowisp Press®). • Write poems, stories, plays, Readers' Theater and present them at school assemblies. • Host a young authors' fair to showcase the writing of students. • Post students' work on walls throughout the school.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.1. Listen for a variety of purposes, such as enjoyment, information and details.	Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.	• Teacher-student interview • Statewide test • Observation • Teacher made tests	• Provide opportunities several times a day for students to listen for a variety of purposes. Have them listen to fiction books, such as Abel's Island (Steig, 1976) for entertainment; listen to newspaper articles to be informed; listen to instruction for schoolwork for details. • Before reading a story explain to students the purpose for listening and have students explain the listening strategies they will use. For example ask students to listen as Jumanji (Van Allsburg, 1981) is read to find out what caused animals to appear in Peter and Judy's house.
SLE LSV.1.2. Listen selectively and attentively to a variety of speakers.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing speaker, taking turns to speak, asking questions, providing nonverbal support, note taking.	• Observation • Teacher made test	• Read the book, Lily's Purple Plastic Purse (Henkes, 1996). Discuss with the students how Lily's excitement to share her new things got her into trouble. Brainstorm the behaviors of active listener. • Role play effective and ineffective listening behaviors. • Provide opportunities for students to speak and for visitors to speak to the class. • Have students do a quickwrite after listening to a speaker.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.4. Listen to improve reading, oral and written performance. SLE LSV.1.19. Confirm understanding by paraphrasing ideas.	Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --discussing significant events in a story, --exhibiting the ability to select appropriate information from listening to information related to a central theme, --developing criteria for evaluating information when listening and viewing, --incorporating new vocabulary and ideas into their own speech, --generating ideas for writing, --taking notes and writing summaries.	• Observation • Samples of student writing • Performance • Analysis of log/journal entries	• Read to students everyday to model fluent reading. • Involve students in Reader's Theater by orchestrating simple class poems and stories. • Read an excerpt from a book or a short story and have students pretend they are assigned the job of being television reporters. Give them a fixed amount of time (2-3 minutes) to quickwrite a summary and have them share their summaries in small groups. • Have students maintain a page in their journals for recording ideas for writing as they are prompted by classroom experiences.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.	Students will use a variety of strategies to understand what is heard, such as: --react, speculate, interpret and raise questions in response to what is heard, --connect their own personal experiences, information, insight and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline or map the information being shared.	• Observation • Statewide test • Teacher made tests • Analysis of log/journal entries	• Have one student read while the other student draws pictures or takes notes about what he/she hears. Then both reread the text to check accuracy. • Model quickwriting and quickdrawing and give students opportunity to practice on easy texts. • Model self-questioning. Then have the students listen to a selection being read and develop questions to ask the teacher about the content after the selection is read. • Model how to do two-column notes.
SLE LSV.1.6. Listen to follow directions sequentially.	Students will listen to understand, organize and remember directions for doing tasks and assignments.	• Statewide test • Teacher made tests • Demonstration	• Model and have the students apply the following techniques for listening to follow directions: listen carefully for each step in the directions. Listen for the order of the steps. Listen for key words. Picture each step as it is read. • Have students repeat directions for assignments or tasks to a partner.
SLE LSV.1.7. Respond to artistic performances both verbal and musical.	Students will evaluate a performance on the basis of predetermined criteria.	• Student's written evaluation • Observation • Samples of student writing • Performance • Portfolio	• Provide opportunities for students to experience verbal and musical performances. • Discuss proper responses to artistic performances. • Before a performance, brainstorm with students the criteria for a quality performance. • Review the performance using the predetermined criteria. • Have students share their opinions of the performance orally or in writing.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.8. Share ideas in discussions, conversation and presentation. SLE LSV.1.10. Contribute to class and small group discussions. SLE LSV.1.25. Discuss current events.	Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas, issues, state and national events.	• Observation • Performance • Checklist • Analysis of journal/learning log entries	• Provide opportunities for students to share thoughts and ideas. • Role play appropriate conversational behavior. • Encourage students to bring news articles from home to share. • Ask questions which elicit more than a yes or no response from students. • Participate in discussions and model good questioning and question responding. • Encourage students to form their own questions for discussion. • Call on individual students to talk instead of waiting for volunteers. • Allow students to share in small groups and have small groups share with large group.
SLE LSV.1.9. Respond appropriately to the thoughts and ideas of others.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.	• Observation • Checklist • Analysis of journal entries	• Establish the "norms" for discussion with the class. Post a chart of the norms in the classroom for periodic review and refer to them as needed. Have students role play appropriate conversational/social behavior. • Have students record their responses to a discussion in their journals and then share.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.12. Give reasons for support of opinions expressed.	Students will support spoken ideas and opinions with evidence, examples and elaboration.	• Observation • Performance • Analysis of log/journal entries	• Model for students how to share an opinion with evidence, examples and elaboration which support that opinion. • Use questioning to elicit elaboration of a student's ideas or opinions.
SLE LSV.1.13. Tell and retell stories from writing, reading and pictures.	Students will select a story to retell to the class in a formal storytelling format, incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.	• Retelling rubric • Observation • Performance • Teacher made tests	• Model the retelling process. • Invite a storyteller to the class to tell stories and talk about the art of storytelling. Have students select a story for retelling in a formal storytelling setting. • Provide daily time for Reader's Chair in which a few students get to do book talks. • Host retelling "parties" every couple of weeks in which students form groups of three or four and everyone shares their books/stories and refreshments. • Have students write text for a wordless picture book such as Good Dog, Carl (Day,1997).
SLE LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.	Students will participate in a variety of collaborative speaking activities, such as sharing a completed project, dramatic productions, book talks, Readers' Theater.	• Observation • Performance • Demonstration • Checklist	• Divide students into cooperative groups to research a topic and develop a commercial to advertise their topic (pictures, props, travel brochure, etc.). Videotape the presentation of the commercial. • Have students present a play. • Have students present a Readers' Theater.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.15. Initiate and participate in conversations about reading.	Students will respond critically to fiction and nonfiction literature and authors and discuss them with others in the same manner.	• Observation • Checklist • Performance	• Conduct formal and informal discussions with students about books they are reading. • Teachers should enthusiastically share books they are reading with their students. • Divide students into small literature focus groups based on interests-- a small group of students silently read the same book and then discuss what they have read with their group. • Provide time everyday for a few students to conduct book talks (Reader's Chair).
SLE LSV.1.16. Read orally with meaning and expression.	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). Students will read grade level materials aloud using effective pace, volume, pitch and tone for the audience and setting.	• Oral reading records • Checklist • Observation • Performance	• Provide opportunities for students to reread with others in activities such as small group reading, choral reading, Readers' Theater, literature circles. • Read to students everyday to model fluent reading. • Provide opportunities for students to read to others (e.g. to younger students). • Provide a microphone and amplifier for students to practice oral reading in the form of public readings.
SLE LSV.1.17 Explain directions for a particular purpose.	Students will give precise directions and instructions for more complex activities and tasks.	• Performance • Demonstration • Project	• Play games which require students to give directions to the class. • Have students repeat directions for assignments or tasks to a partner. • Have students "teach the class" by giving instructions for tasks or procedures (e.g. explaining a math procedure, playing a game).

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV. 1.18. Make and respond to introductions.	Students will respond appropriately and courteously when being introduced. Students will make proper introductions at the appropriate time, using guidelines which may include the following: --looking at the people they are introducing; --saying each person's name clearly; --telling something interesting about each person; --saying the older person's name first when introducing an older person to a younger person.	• Performance • Observation • Checklist	• Role-play how to introduce an older person to a younger person. • Whenever the occasion arises, allow students to make introductions.
SLE LSV.1.20. Collaborate with others to solve and resolve problems.	Students will utilize problem-solving strategies.	• Observation • Checklist • Project • Performance	• Provide opportunities for students to organize team learning with each member accepting a role, such as recorder, reader, timer, proofreader, messenger, etc.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations.	Students will use videos, pictures, recordings, computers, overhead projectors to enhance and critique presentations and performances.	• Oral presentation rubric • Observation • Checklist • Performance • Demonstration	• Have students read, listen to, or view information about topics they are researching. They may use books, slides, filmstrips, videos, CD-ROMS, laser discs, the Internet, etc., to take notes and summarize. Have students use their notes to create research projects, such as models, science or social studies displays, dioramas, etc., to use with an oral presentation. • Allow students to use an overhead projector to make presentations. • Videotape students' presentations for them to review and self-assess using oral presentation rubric. • Show a video clip of a soon-to-be-released movie or TV show. Discuss the elements that went into the ad and analyze whether or not the "teaser" promoted interest. Have students create "teasers" for books they have read.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	Students will take turns respectfully when speaking and listening. Students will ask and answer relevant questions and make contributions in small or large group discussions. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas. Students will demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting and providing information.	• Observation • Checklist • Performance	• Model appropriate behavior of the listener and speaker. (See LSV.1.2., LSV.1.26-31.) • Have students role play appropriate listening and speaking behaviors. • Provide opportunities for students to participate in formal and informal speaking/listening activities. • Allow students to discuss subject area learning activities while in progress.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion.	Students will create an individual or collaborative project using research materials and media related to other disciplines. Students will demonstrate appropriate stage presence (e.g. posture, appearance, gestures, facial expressions, eye contact).	• Oral presentation rubric • Performance • Observation • Exhibition	• Model appropriate and inappropriate oral presentation skills. • Have students reenact a scene in history, such as the landing of Christopher Columbus to present to other classes. • Have students one region of the United States and make a salt map of that region. Have them write a brief description of the region and draw or collect pictures to illustrate the description. Set up as display for school. • Host a "young authors' fair" to showcase the written work of students. • Have students take turns around a small circle to present and talk about an item of work and guide sharing through questioning and feedback. Invite other students in the circle to respond to or question each speaker. Have them then present their work to the whole class or in a school assembly.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.11. Speak in complete sentences. SLE LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons. SLE LSV.1.27. Engage the audience with eye contact and appropriate verbal cues. SLE LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarify. SLE LSV.1.29. Use clear, concise, organized language when speaking. SLE LSV.1.30. Respond to questions from the audience.	Students will adapt spoken language, such as word choice, diction and usage to the audience, purpose and occasion. Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to volume, enunciation, tone, rate, expression, --emphasizing meaning during speaking by the use of pauses, gestures, and facial expressions, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --monitoring listener's response for understanding: questioning, body language, facial expression, attentiveness, --using clear and specific language when responding to questions from the audience.	• Observation • Oral presentation rubric • Performance • Demonstration • Checklist	• Discuss with students appropriate speech and manners when making oral presentations using an oral presentation rubric. • Make a presentation to the class and allow them to critique the presentation using the rubric. • Provide opportunities for students to refine their oral communications skills through a variety of speaking activities which may include: --speeches, --public readings, --storytelling, --Readers' Theater, --news cast, --talk show, --reciting poetry, --plays, --school announcements. to a variety audiences which may include: --parents, --retirement center, --other classes, --school assemblies, --student body, --civic clubs. • Have students choose a topic in which they are interested and give a persuasive speech to try to enlist the support of others.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers. SLE LSV1.22 Check information for accuracy.	Students will evaluate a speaker based on predetermined criteria. Students will provide feed back which is constructive and based on evidence and explanation.	• Oral presentation rubric • Observation • Performance • Checklist	• Brainstorm with students the criteria for a quality oral presentation. Develop an oral presentation rubric using student input. • Role play giving constructive feedback using a rubric without the use of "put-down" or critical overtones. • Have students complete oral presentation rubrics for a speaker and give the rubrics to the speaker for review. • Discuss a speaker's presentation in terms of clarity of speech, mannerisms, content and accuracy of information.
SLE LSV.1.32. Receive and use constructive feedback to improve speaking abilities.	Students will accept contributions of the group or teacher and set goals to improve performance.	• Oral presentation rubric • Observation • Performance • Checklist	• Role play receiving constructive feedback. • Provide opportunities for for students to receive constructive feedback from oral presentations, such as speeches or public readings. • Have students use the feedback to set goals for improving speaking skills.

Grade Level 4

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.3. Listen to reinforce and extend learning through the use of technology. SLE LSV.1.33. Make informed judgements about television, radio and film productions. SLE LSV.1.34. Demonstrate an awareness of the presence of media in daily life. SLE LSV.1.35. Evaluate the role media plays in focusing attention and forming opinion. SLE LSV.1.36. Judge the extent to which media provides a source of entertainment as well as source of information. SLE LSV.1.37. Interpret the role of advertising as a part of media.	Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips. Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade). Students will compare written stories with filmed versions. Students will use predetermined criteria to evaluate media forms. Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.	• Observation • Projects • Performance • Analysis of log/journal entries • Demonstration • Samples of student writing	• Students will read, listen to, or view information about topics. They may use books, slides, filmstrips, videos, CD-ROMS, laser discs, the Internet, etc., to take notes and summarize. Using these notes, the students will create research projects, such as written reports, models, science or social studies displays, dioramas, etc. • Read books that are the basis of plays, movies, and television shows, such as Charlotte's Web (White, 1952). Compare and contrast the two. • Read excerpts from the book Television: Electronic Pictures (Gano, 1990). Discuss the impact different types of television programming has had students' lives: news, sitcoms, commercials, educational programs, sports. • Show several commercials and have students critique for quality and effectiveness. • Examine children's books for how the illustrator uses line, shape, color value and texture to convey meaning, set the mood or create a character. • Have students examine ads from magazines and newspapers and view television commercials to determine the elements advertisers use to persuade the viewers. • Discuss the effects of language on the behavior of others, e.g. the effects of advertising or the methods used to persuade people to watch or listen to certain television or radio programs.

Grade Level 4
READING: PRINT AWARENESS

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.	Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, indices, glossaries, headings, subheadings, bold words. Students will interpret and use graphic sources of information, including maps, charts, graphs, diagrams and timelines.	• Teacher made tests • Observation • Statewide test • Project	• Using student texts, point out the various features of text and their functions, such as table of contents, chapter titles, guide words, indices, illustrations, headings, subheadings, bold words. • Show students a table of contents, graph or diagram from selected text. Have them predict what the content will be from the information shown. Provide them with the text to confirm their prediction. • Ask students to use information from map, diagrams, charts, graphs to write summaries in their learning logs.

Grade Level 4

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.3. Recognize and associate letters and sounds. SLE R.1.4. Uses phonetic skills to decode words. SLE R.1.5. Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.	GRAPHOPHONICS, SYNTAX, SEMANTICS Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions, more complex prefixes and suffixes, derivatives of words and word origins to decode and comprehend text. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by rereading and searching for additional cues.	GRAPHOPHONICS, SYNTAX, SEMANTICS • Observation of students during guided reading • Oral reading records with miscue analysis • Cloze and modified cloze activities • Teacher made tests • Teacher-student reading conferences • Checklist • Statewide test	GRAPHOPHONICS, SYNTAX, SEMANTICS • Read the story, The Rough-Face Girl (Martin, 1992). Go back into text to study root words starting with the word "scarred." Have students skim the text for words with affixes and endings, list and categorize them. Examine the root word in each and how the affix or ending affects the meaning. • Model use of cueing systems in model reading sessions: --delete words that require students to use their semantic knowledge to predict --delete words that can be predicted by using knowledge of syntax --cross-check prediction by looking at graphophonics and pictures. • Use brand name phonics to categorize and classify words according to particular spelling patterns. For example, display the products such as Mountain Dew® and Surge®. Identify the spelling patterns such as oun, tain, urge. Use patterns to produce other words. • Do "Make Words" lessons. Read the book Word Wizard (Falwell, 1998) to introduce the activity. Give students enough letter cards to make a particular word. Make smaller words building to the final word which should be composed of all letters.

Grade Level 4

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.6. Expand vocabulary through reading.	Students will incorporate words learned from reading narrative text and studying content areas into their own speaking, reading and writing activities. Students will use knowledge of multi-meaning words to comprehend text. Students will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities. Students will recognize specific language forms such as figurative language, jargon and technical language. Students will use multiple reference aids, including a thesaurus, a dictionary and software to clarify meanings and usage.	• Teacher made tests • Samples of student writing • Cloze and modified cloze passages • Statewide test • Observation	• Use a group of related words from a content area unit of study and complete a semantic feature analysis. For example in a unit on Native Americans, have the students list the names of groups on a grid and then check the characteristics that fit each group. • Engage students in a study of words systemically across content areas and through current events. • Have students summarize a content area text using pre-selected vocabulary words. • Introduce the concept of the "nym" words by reading books which illustrate them. For example, read Alexander and the Terrible, Horrible, No Good, Very Bad Day (Viorst, 1972) to introduce synonyms, starting with the synonyms in the title. Have the students brainstorm other synonyms for overused words and develop a class chart to which students can refer during reading and writing. • Have students sort a collection of word cards from a story according to such topics as the story elements, affixes, parts of speech. • Students use vocabulary to make word chains. For example, egg, tadpole, frog or irritate, bother, aggravate, annoy. • Use word analogies to develop new vocabulary words. For example, in the book Strega Nona (de Paola, 1975) use the words attention and compliment to develop other three syllable words such as detention, retention, contention, department, apartment, deportment. • Develop word walls for units of study such as simple machines.

Grade Level 4

READING: COMPREHENSION

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.7. Understand the goal of reading is to construct meaning.	Students will monitor their own comprehension and make modifications when understanding breaks down, using appropriate fix-up strategies which may include: self-correct, reread, read on, slow down at difficult points, self-question, summarize, use reference aids, search for clues, substitute familiar words.	• Observation • Teacher-student reading conference • Cloze passages • Analysis of comprehension activities such as story maps • Oral reading record with analysis of miscues • Answer questions about text • Statewide test • Teacher made tests • Oral or written retellings	• Use a book such as The Rough-Face Girl (Martin, 1992) to "think aloud" self-monitoring strategies. • Conduct "think alouds" in which the thinking of good readers is verbalized: --ask, "Does this make sense? Does it sound right?", --adjust reading rate when necessary, --read on or read back to retain meaning, --predict outcomes, --form mental images. • Ask students to do oral summaries: Each student will read a section of a text. Students will summarize to a partner what has happened so far in the story. Encourage discussion and substantiation.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.8. **Understand that reading is communication between the author and the reader.**	Students will demonstrate knowledge that authors/ illustrators are real people who go through a process to produce a book and use different techniques to communicate. Students will use knowledge of author's purpose to comprehend text. Students will infer the stance of an author and identify how language has been used to convey that stance.	• Observation • Analysis of reading log/reading response journal entries	• Invite local writers and illustrators to talk with the class. • Provide professional books which profile authors and illustrators. • Display advertising posters and show videotapes of authors discussing their works. • Divide the class into author study groups and have each group read and study the life and works of an author. Have them develop a presentation to share what they have learned. • Have students work in literature focus groups to study works by one author. Allow time for them to reflect and respond to the author's works. Examine the author's works from the style, content, use of language, theme, etc. Record some of the common features and discuss how the features reflect the author's purpose or opinions. For example, in examining Lynne Cherry's books, the students will develop an understanding of her passion for environmental issues.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.9. Establish purposes for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	Students will state purpose for reading, such as for enjoyment, to get information/to learn, to research, to investigate.	• Observation • Teacher made tests • Portfolio • Teacher-student conference • Statewide test	• Plan activities where children are reading for different purposes and make them aware of the differences in purposes such as: --read newspaper article to inform, --read cartoons from newspaper to entertain, --read Junior National Geographic to research, --read a book on science experiments to investigate, --read assignment sheets to follow instructions. • Teach students SQ3R technique focusing on the self-questioning. • As KWL charts are used, encourage students to use charts independently to set purposes for reading.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.10. **Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.**	Students will use the context of the sentences in a paragraph to monitor comprehension. Students will use the context of paragraphs in the whole text to monitor comprehension.	• Oral reading records with analysis of miscues • Analysis of comprehension activities • Teacher made test • Statewide test • Samples of student writing	• Use "think alouds" to model how to clarify confusion in comprehension using the context of the paragraph and the whole text. • Put sentences from paragraphs on sentence strips and have students rebuild the paragraphs in the story focusing on reconstructing the meaning of the paragraph. • Have students determine the part of speech left out of cloze passages.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.11. Use prior knowledge to extend reading ability and comprehension.	Students will evaluate new information on the same topic by testing it against known information and ideas. Students will discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers with different backgrounds and experiences. Students will ask questions and support answers by connecting prior knowledge with literal and inferential information found in text. Students will read and comprehend text that is abstract and removed from personal experiences.	• Analysis of pre-reading activities • Analysis of comprehension activities • Teacher-made tests • Retelling rubric • Statewide test • Project	• Model or "think aloud" the process good readers use in linking text information with own background knowledge and experiences. For example, use a KWL chart to record known information about Native Americans before reading a text such as Native Americans Told Us So (Berger, 1996). After reading have the students complete the "L" (What I Have Learned) portion of the chart. • Use anticipation guides before reading expository text. Prepare a list of statements about the topic considering any misconceptions students may have and have students respond to them (true or false). Discuss their responses and then go into the text to confirm or disprove their responses.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.12. Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.	Students will select and adjust strategies according to the purposes for reading and the type of text being read. Students will comprehend text by using specific strategies such as analyzing, predicting outcomes, determining important ideas. Students will determine a text's main ideas and how those ideas are supported with details. Students will paraphrase and summarize text to recall, inform and organize ideas. Students will draw inferences, such as conclusions or generalizations, and support them with evidence from the text and their own experiences. Students will find similarities and differences across texts, such as in scope or organizations. Students will distinguish fact and opinion in various texts.	• Samples of student writing • Analysis of comprehension activities, such as story maps and Venn diagrams. • Answer questions about the text • Teacher made tests • Teacher-student reading conference • Statewide test	• Model use of strategies and allow children to apply to a variety of literary genre from diverse cultures. For example, compare the settings in Sarah, Plain and Tall (MacLachlan, 1985); conclude the identity of the stone in The Wretched Stone (Van Allsburg, 1991); identify cause-effect in Voyage of the Frog (Paulsen, 1995). • After reading a story, group students into groups of three and have each group write a summary which includes the beginning, middle and ending of the story. Share with the whole group. • Read A River Ran Wild (Cherry, 1992). Have students analyze the story using a story map and infer the main idea of the story using the information on the map. Have students use the map to write a summary of the story. • Choose books from different genres such as biographies and realistic fiction which have the same theme. Guide a discussion of the books by asking the following types of questions: --How are the characters/people alike and different? --How do the stories/situations differ? --How do the characters/people relate to students' personal experiences? • Read books which are conceptually challenging such as The Sign of the Beaver (Speare, 1983) to give students the opportunity to comprehend beyond their reading level.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	Students will identify the purposes of different types of text, such as to inform, influence, express or entertain (e.g. editorial to persuade; encyclopedia article to inform; short story to entertain; book on science experiments to instruct).	• Teacher made tests • Statewide test • Performance	• Use an editorial, encyclopedia article, a fiction book such as The Rough Face Girl (Martin, 1992), a non-fiction book such as Native Americans Told Us So (Berger, 1996) and a book on science experiments to lead students in an examination of different types of text and the purpose of each. Have students bring examples of types of text from home or the classroom and have them justify their classification. • Every time a text is read, question students about its purpose.
SLE R.1.14. Use print for daily activities (e.g. following directions, using references).	Students will construct, display and use various forms of functional print to accomplish tasks, including schedules, catalogs, directories, charts, maps, graphs and directions.	• Teacher made tests • Samples of student writing • Project	• Provide students with assignment sheets for reading. • Use word charts as needed to read and write. • Use reading and writing strategies charts as needed to read and write. • Use dictionaries to spell and define words. • Provide instructions for equipment use.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.15. Demonstrate knowledge of expository and narrative texts.	Students will recognize distinguishing features of familiar genres, including biographies, historical and realistic fiction, tall tales and mysteries. Students will comprehend expository text using their knowledge of text structures, including problem/solution, sequential/chronological, comparison and proposition/support.	• Teacher made tests • Portfolio • Statewide test • Samples of student writing	• Discuss the style of various types of narrative texts, such as biographies, realistic and historical fiction, showing examples of each. • Maintain a grid in the classroom to classify books/texts read as a class until students become familiar with the differences. • As the students read expository text, such as science or social studies texts, focus on the layout and the features of different text structures particularly problem/solution, sequential-chronological, proposition/support. • Introduce expository text structure using examples from trade books. Show the organization of the text by using a graphic organizer to record the most important information. Have students recreate the same text pattern with a related topic. • For example, read the book <u>The Dinosaur is the Biggest Animal That Ever Lived and Other Wrong Ideas You Thought Were True</u> (Simon, 1984) to introduce proposition/support text. Use a proposition/support graphic organizer to organize the information and have students write their own proposition/support essays using the book as a model. • Read <u>How We Learned the Earth is Round</u> (Lauber, 1990) to illustrate problem/solution text. Use a problem/solution graphic organizer to organize the most important information. Have students use the graphic organizer to compose problem/solution text on a related topic.

Grade Level 4

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.16. Uses strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.	Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.	• Analysis of comprehension activities such as story maps, Venn diagrams, semantic maps, etc. • Statewide test • Teacher made tests • Samples of student writing	• After reading a selection, have students complete a graphic organizer appropriate for the structure of the text such as story pyramid, locating-information map, analysis chart, analogy organizer, timeline. • For example, after reading Egyptian Cinderella (Climo, 1989) use 5W's and 1H (Who? Did What? When? Where? Why? How?) to visually organize information.
SLE R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	Students will discuss various content area themes using examples from literature and other media as references. Students will participate in collaborative projects using research materials and media related to other disciplines. Students will respond logically to open-ended questions that require comparison, inference, analysis and evaluation in all areas of the curriculum.	• Samples of student writing • Answer comprehension questions • Statewide test • Teacher made tests • Demonstration	• Use The Rough-Face Girl (Martin, 1992) as an introduction to a study of the diversity of Native Americans. List categories of information to gather for a study of Native Americans and have students research one type including charts, graphs and illustrations in their presentations. • Have students choose one region of the United States and make a salt map of the region. Have them write a brief description of the region and draw or collect pictures to illustrate the description. • Read A River Ran Wild (Cherry, 1992). Stop reading at the point of the story where Chief Weeawa speaks to Marion about the state of the river. Have students research water pollution and suggest ways that the people could clean up the river. Read the rest of the story to compare their solution with the one in the story.

Grade Level 4
READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.2. **Read for personal reasons, such as for enjoyment, for information and for inquiry.**	Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include: • a variety of historical fiction about events of interest, • biographies/auto-biographies of people of real interest, • realistic fiction involving school, families, friendships, • informational books about interests (such as how-to books), • magazines, • novels, • reference materials.	• Observation • Checklist • Analysis of reading log/reading response journal • Demonstration	• Read aloud to the students everyday from literature and real world materials (newspapers, brochures, advertisements, prize letters). • Provide time everyday for independent reading. • Encourage students to read to answer questions they may have. • Use students' interest inventories to guide them toward appropriate reading materials. • Group students into literature focus groups based on interest. • Group students into research groups based on interest. • Read short sections in books to pique students' interest in reading them. • Share excitement of own personal reading interests with students.

Grade Level 4

READING: FLUENCY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).	Students will self-select materials on independent reading level based on personal interests by relying on knowledge of authors and different types of text and by estimating text difficulty. Students will read classic and contemporary works such as biographies, historical fiction, informational texts and poetry.	• Analysis of reading log/reading response journal entries • Observation • Checklist	• Allocate time each day (approximately 40-45 minutes) for self-selected reading. • Provide opportunities for students to read with others such as small group reading, choral reading, literature focus groups, author studies. • Pair students with younger students, such as first graders, to be reading partners.
SLE R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.	Students will read and comprehend most materials silently, but when oral reading is appropriate, will read with fluency (accuracy, expression, appropriate phasing and attention to punctuation).	• Oral reading records with miscue analysis • Observation • Teacher made tests • Statewide test	• Provide opportunity for students to meet the same words in different contexts to help build their bank of familiar, high frequency words. • Provide familiar books that students can read during self-selected reading time. • Provide opportunities for students to reread with others, such as small group reading, choral reading, Reader's Theater.

Grade Level 4

READING: FLUENCY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.4. Select appropriate reading material from library media centers and other sources.	Students will locate and use important areas of the library/media center. Students will evaluate text for appropriateness (e.g. current, relates to purpose for reading, relates to interest, etc.). Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore).	• Observation • Analysis of reading log entries • Checklist	• Teach children about the organization and procedures of the library. • Have students complete interest inventories. • Assist students in judging the appropriateness of the readability level of a book. • Allow students to share reading materials they have brought from home.

Grade Level 4
READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.18. Read, listen and respond to a variety of literary genres from diverse cultures. SLE R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).	Students will offer observations, make connections, react, speculate, interpret and raise questions in response to text. Students will interpret text ideas through varied means, such as journal writing, discussion, enactment, media. Students will support interpretations or conclusions with examples drawn from text and their own experiences. Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.	• Oral presentations • Statewide test • Teacher made tests • Analysis of learning log/reading response journal entries • Performance • Samples of student writing • Portfolio • Projects	• Post a list of books by genres that students would enjoy reading and are available in the classroom. • Divide students into literature focus groups based on one type of literature. Make a grid to compare the books based the structure of the text. Bring the focus groups together occasionally to chart information and discuss likenesses and differences in books. • In using chapter books, assign one group of students for each chapter to prepare a project and present their chapter to the entire group. The group as a whole can present the entire book to another class. • Have students create a book jacket, a diorama or poster which shows the most interesting part of the book. • For informational texts, have students write and present a monologue from the perspective of one element of the study (e.g. a drop of blood going through the body, Paul Revere warning about the British). • Interpret what has been read through poetry. Make different kinds of books to summarize and interpret what has been read--big books, ABC books, pop-up books,

Grade Level 4

READING: LITERACY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.19. Read more than one work by a single author.	Students will demonstrate knowledge of the content, style and theme of the works of an author.	• Analysis of reading log entries • Checklist • Project	• Focus "read alouds" on the works of a single author. • Encourage students to focus on the works of a single author during independent reading time. • Have students work in literature focus groups to study the works of an author, such as Byrd Baylor, Lynne Cherry or Patricia MacLachlan or Mildred Taylor. Have each group read and study the life of their author and have them examine the author's works from the style, content, use of language, theme, etc. of the stories. Record some of the common features and discuss how the features reflect the author's purpose or opinions. Have them develop a presentation to share what they have learned with the class.

Grade Level 4

Standard R.1 R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.20. Use strategies such as keeping reading logs, conferences with teacher, and discussions with other readers for monitoring progress in reading.	Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record of conversations with peers about books, responses to reading, self-evaluations, reading assessments.	• Analysis of the reading log/reading response journal entries • Record of formal and informal book talks (Reader's Chair) • Student self-evaluation, questionnaires and checklists • Teacher-student reading conference • Portfolio • Project	• Explain the purpose and content of a reading portfolio, including how to record on checklists. • Provide opportunity for children to keep reading logs to record the following: --list of books read, --comments on particular authors, --responses to a particular text, --summaries of books, --book reviews, --comments on personal reading strategies, --plans for further reading. • Establish a process for conferencing with students to explain the progress they are making toward their reading goals.

Grade Level 4

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc.	Student's writings will show evidence of transfer of literary language from reading to writing. Students will use rhythm, sound devices and figurative language in oral and written work.	• Observation • Samples of student writing • Performance • Analysis of learning log/journal entries • Portfolio	• Show a video clip of a soon-to-be-released movie or TV show. Discuss the elements that went into the ad and analyze whether or not the "teaser" promoted interest. Have students create "teasers" for books they have read. • Select particular characters from the story and infer what these characters might say after the story. • Read In a Pickle and Other Funny Idioms (Terban, 1983). List expressions such as "hot water" on the board. Have students choose one to illustrate. • Involve students in Reader's Theater by orchestrating simple class poems and stories.
SLE R.1.22. Use technological aides (e.g. database, spread-sheet, desktop publishing) to support growth in reading.	Students will use available technology to conduct research about an assigned or self-selected topic	• Performance • Portfolio • Observation	• Provide students with the opportunity to use computers for playing word games, working on comprehension skills, doing research and all aspects of the writing process. • Ask students to select one content area topic, one author, or one genre and develop a research unit using available technology including computers, overhead projectors, video recorders and/or cassette recorder.

Grade Level 4
READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.6. Use reading to enhance writing.	Students will write in different genres using a variety of authors' works as models. Students will apply new vocabulary and concepts from reading to writing.	• Samples of student writing • Teacher made tests • Statewide test	• Lead students in an examination of texts illustrating a story element, text structure or type of genre. Ask questions that focus attention on the writing styles, characters, use of conventions, literary devices, setting, development of plot in text. For example, have students read "Little Eight John" (Hamilton, 1985). Visually organize the story using a cause and effect graphic organizer. Lead students to a discussion of how the author used cause and effect to build the character of Little Eight John. Have students use the organizer to write their own events or the opposite version of the story. • Read the opening paragraphs of quality literature and discuss how various authors were able to command the reader's attention. Chart the favorite opening sentences and encourage students to use them in their writing.
SLE R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).	Students will use multiple resources, including print, (e.g. reference materials), electronic texts and experts to locate information which addresses specific questions.	• Teacher made tests • Samples of student writing • Observation • Checklist • Project	• Lead students in an examination of various kinds of sources of information including print, technology and people and discuss their usefulness as resource material. • Require students to complete a research report in which they reference at least four different sources of information.

Grade Level 4

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.8. Initiate and participate in conversations about reading.	Students will participate in whole group and small group, formal and informal conversations about literature. Students will recommend books and authors to their friends and teacher.	• Record of formal and informal conversations about books • Observation • Analysis of reading log/reading response journal entries • Performance	• Participate in students' discussions about books and model good questioning and good question responding without being intrusive. • Divide students into small literature focus groups based on interests and allow them time everyday to discuss the books they are reading. • Provide time everyday for students to sit in the Reader's Chair and conduct book talks. • Have students engage in grand conversations about books they have read.

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